

missing students who might otherwise be overlooked by the university's staff, faculty or security force. In the case of Bryan Nisenfeld, there was a breach of security wherein Bryan Nisenfeld went unreported as missing by Roger Williams University for six agonizing days though administrators at the university were aware of threats made against his life.

University administrators, by their own admission, overlooked the threatening phone calls Bryan received prior to his disappearance. This response by Roger Williams University denied Bryan's family an opportunity to intervene on Bryan's behalf and maybe save his life. At the very least, Roger Williams University, by its failure to report Bryan missing on a timely basis denied trained professionals time to immediately launch a search for him. We know that time is an essential ingredient used by law enforcement in locating a person. The actions of Roger Williams University officials delayed this important process.

The Nisenfelds hope that Bryan's Law will prevent other parents from experiencing the pain and anguish the Nisenfelds suffered. This law requires all universities and colleges implement policies that protect missing students. It also provides information to parents and students searching for a safe college to attend. The Nisenfelds hope and pray the law continues through the legislative channels and wins approval in the Senate. Bryan Nisenfeld was a caring, giving individual who rallied behind social causes. The Nisenfelds believe passage of this bill speaks for Bryan's character. We thank you all. Bryan Nisenfeld's memory will forever live on. Thank you all.

FLAG DAY

HON. GERALD D. KLECZKA

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Wednesday, June 14, 2000

Mr. KLECZKA. Mr. Speaker, I rise today, on Flag Day, to remind all Americans to pause and pay their respects to the banner that has come to symbolize the freedom and liberty that we hold so dear.

June 14, 2000, marks the 223rd birthday of the U.S. Flag. In 1777, less than a year after the signing of the Declaration of Independence, and more than a decade before the Constitution was finalized, the Continental Congress adopted the Stars and Stripes pattern for the national flag. Flag Day was first celebrated in the year of the flag's centennial, 1877. After that, many citizens and organizations advocated the adoption of a national day of commemoration for the U.S. Flag. However, it was not until 1949 that President Harry Truman signed legislation officially making Flag Day a day for us to remember what the Stars and Stripes stand for, and honor those who gave their lives for them.

The brother of one such brave soldier from my district contacted me recently to relate to me the great patriotism and love for his country of his fallen family member, Joseph G. Serketich, who was killed in a World War II battle in Metz, France, on November 17, 1944. During his basic training at Camp Swift, TX, he sent a letter to the Father of his church back home in Wisconsin that exemplifies how those soldiers felt about their flag, and reminds all of us of its true meaning.

On July 31, 1942, Pvt. Serketich wrote of what he felt was the army's most moving ceremony, the end of the day retreat. His words ring as true today as they did when they were written:

There the men all stand in formation, facing the flag of our country. While the colors are being lowered the men stand at attention and present arms. . . . The thrill comes when one stares at the flag there high in the sky, he wonders what is it there for. What does it mean? Liberty, freedom, happiness and freedom of religion. . . . I will fight to defend it whenever an enemy tries to take it from us. I will die for it as Christ died for me. . . . All America should be proud of its flag, not of its material beauty, but for what it stands—life, liberty and happiness—to be also proud of its soldiers who fought to make it, and who fight to preserve it.

The Serketich family also sent me a poem entitled "I Am Your Flag". These excerpts eloquently remind us all of what this hallowed national symbol really stands for:

I was born on June 14, 1777.

I am more than just a cloth shaped into a design.

I have led your sons into battle from Valley Forge to the bloody jungles in Vietnam. I walk in silence with each of your honored dead to their resting place

My red stripes symbolize the blood spilled in defense of this glorious nation. My White stripes signify the burning tears shed by Americans who lost their sons. My blue field is indicative of God's heaven under which I fly.

My stars are clustered together, unifying 50 states as one, for God and country.

Keep alight the fires of patriotism, strive earnestly for the spirit of democracy.

Worship eternal God and keep His commandments,

And I shall remain the bulwark of peace and freedom for all mankind.

—Author Unknown.

I would like to thank Paul Serketich for bringing these tributes to my attention. Each day as the flag is raised in front of our government buildings, schools, and businesses, and as we put our right hands over our hearts and pledge our allegiance, we will be reminded not only of those who fought and died for all that our flag represents, but of the freedom that they bought with their lives.

DEATH TAX ELIMINATION ACT OF 2000

SPEECH OF

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Friday, June 9, 2000

Mr. STARK. Mr. Speaker, I have a rather personal interest in this legislation, and I have heard a lot from the chairman of the Committee on Ways and Means about what we owe our children, so I have come to the well this morning and apologize to my children, I have 5, and 10 grandchildren.

I am probably one of the few Members of the House who started out poor. I used to say I was so poor as a kid I never slept alone until I was married. But through good luck and the action of commerce, I was able to amass what most of the people in my district would call a fortune. And I have not paid much tax on that. I pay income tax each year. I pay more in-

come tax than you pay me salary, but most of what I have was accumulated through capital gains, and I have not sold it. I do not intend to.

My kids will get it pretty much free. So I apologize because I am going to vote against this. Kids, to Jeff and Bea and Thekla and Sarah, Fortney and the 10 grandkids, you are going to have to pay some tax. This is a little family business, it might be 7 figures, but you are going to get a down payment on that from your mother and me of \$1,350,000 free. You have not worked a day in your life for that.

You have a college education, down payment on your homes, cars, but you have not worked worth squat. First you are going to get a million to a million and a half bucks. Then you are going to get half of the business free. You may have to pay 50 to 55 percent tax on the balance. Next you are going to get 10 years to pay off that balance at a below prime interest rate. And, kids, if you are so dumb that you cannot run that business with over a 50 percent down payment given to you and 10 years to pay off the balance at a low rate, you do not deserve it.

You ought to have been trained in this country to earn your own way and pay your taxes every day so that Dad can have a prescription drug benefit and a decent nursing home so you do not have to worry about taking care of me in my dotage.

There are not very many Members of Congress that are going to pay any inheritance tax. This is a gift to the rich not for independent, smart kids as I have raised.

EXPRESSING THE SENSE OF CONGRESS REGARDING BENEFITS OF MUSIC EDUCATION

SPEECH OF

HON. STENY H. HOYER

OF MARYLAND

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 13, 2000

Mr. HOYER. Mr. Speaker, I rise today in support of H. Con. Res. 266 to recognize the great benefits of music education. Americans are known around the world for our unique contributions to modern music. But we are far behind many other industrialized Nations in recognizing the educational benefits of teaching music to our children. In Japan, it is mandated by the Ministry of Education that every child, grades one through nine, receive two hours a week of music instruction. In Germany students must take two, 45-minute classes of music education a week.

Unfortunately, in America, the trend over the last several years has been to cut back on music education programs. This is occurring despite mounting evidence that music education can actually alter brain development in children and improve their reasoning skills. A study from the University of California at Irvine found that elementary school students in Los Angeles who took piano lessons boosted their math performance. From the body of data available, researchers have concluded that there are genuine long-term changes in the wiring of the brain that enhance children's abilities to understand how patterns work in time and space.

The educational benefits are clear and according to a recent Gallup poll, nine in ten